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ABSTRACT

A project was designed to create a program with adapted materials and techniques and the necessary support staff to meet the problems inherent in career education for handicapped students. Handicapped students who generally cannot secure employment because of inappropriate job goals were helped by Brookdale Community College's Career Services for the Handicapped through the provision of such services as an advisory board, 80 workshops that provided career group experiences for handicapped individuals, individual counseling, a career fair for the physically handicapped, a speaker's bureau comprised of role models, on-site visits to employers, job placement programs, and job shadowing. Still other services included volunteer support services, publicity, telephone services for the deaf, social events, a barrier-free Mini-Career Information Center, cooperation with other agencies, establishment of a college student activities organization to promote student involvement, and formation of a support group of parents. Continued attention was recommended for the areas of transportation, job placement, and job development. (Appendixes, amounting to approximately one-half of the report, include a bibliography, census information, copies of the newsletter, career fair report, participant evaluations of workshops, and career fair invitation and program.) (YLB)

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FINAL REPORT

OF

CAREER EDUCATION PROGRAMS FOR THE HANDICAPPED

1983-1984

Brookdale Community College
Career Services for the Handicapped
Newman Springs Road
Lincroft, N. J. 07738
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Project Director
Beth Donnelly
Coordinator of Career Services for the Handicapped

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This project reported herein was conducted pursuant to a contract from the New Jersey Department of Education, Division of Vocational Education and Career Preparation. It was funded under Section 110, a, D of Public Law 94-482.

Project Duration:

9-83
Beginning Date

6-84
Ending Date

The Contractors undertaking this project were encouraged to express fully their judgments in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official funding agency positions or policies.

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PROJECT TITLE: Career Education for the Handicapped

LEGAL NAME OF APPLICANT DISTRICT, INSTITUTION OR AGENCY: Brookdale Community College

ADDRESS: 765 Newman Springs Road, Lincroft, N.J. 07738

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(Area Code)

ABSTRACT

DESCRIPTION OF PROJECT

(Use this sheet and no more than one other to type in single-spaced form a statement of project objectives, procedures to be followed, state and local priorities emphasized and the expected contribution of the project to vocational education.)

This project is designed to meet the specific and unique problems inherent in career/vocational services for the handicapped including the problem that a large percentage of handicapped students cannot secure relevant employment because of inappropriate job goals. They possess inaccurate perception of the physical demands of employment, lack knowledge of job seeking skills, and have a limited knowledge of and exposure to various work settings.

The objectives of this proposal are as follows:
1. To develop realistic career goals of the handicapped and to prepare them with the skills/tools necessary to successfully acquire those goals.
2. To develop a physically accessable mini-career information center specifically for the needs of the handicapped.
3. To adapt and develop career materials and where possible mediate these materials for the handicapped; particularly the deaf and blind.
4. To take the handicapped to on-site visits to local business and agencies to expose them to the elements of the work environment.
5. To place students for a limited amount of time in a local work setting to participate in and observe the job and its responsibilities.
6. To present the handicapped with positive, successful career role models.
7. To offer one-on-one and group career/vocational counseling specifically for the handicapped.
8. To conduct workshops in various career areas in order to develop positive personal, social, and career attitudes in the handicapped population.
9. To adapt presently existing and utilized testing measurements and their interpretation specifically for the needs of the severely handicapped.

10. To involve the handicapped in socialization activities to provide the forerunner atmosphere condusive to the development of responsible work attitude.
11. To develop and offer support services to the handicapped. These services include: tutors, testors, readers, writers, interpreters, personal attendants, and transportation aides.
12. Brookdale will take the initiative in contacting state and local agencies and informing them of the services available to the handicapped.

The Brookdale Career Services for the Handicapped will assume the coordinating function for this proposal. Specific procedures to be followed are as follows:
1. Develop a physically assessable floor plan for the mini-information center.
2. Contact agencies and develop library of career materials for the handicapped including mediated materials for the deaf and blind.
3. Inform state and local agencies of the services and material developed at Brookdale.
4. Conduct on-site visits to local employers place of business.
5. Place students at businesses for the "Job Shadowing" program.
6. Conduct a follow-up survey of the participating employers to determine if there was a change in their awareness or perceptions.
7. Support services will be developed and offered to the handicapped to facilitate their success in the area of career development and academics.
8. Positive career models will be presented to the handicapped.
9. Speakers, who are handicapped, but have overcome their handicap in achieving career success will conduct seminars at Brookdale.
10. A "Let's Celebrate Us" day will be conducted. This day will feature successful handicapped people of national and local fame. These individuals will conduct seminars and workshops. Films will also be held.
11. Career Counseling will be offered to the handicapped.
12. Group workshops on a variety of career topics will be conducted for the handicapped.
13. Vocational testing will be adapted to the needs of the handicapped. A policy will be developed at Brookdale for testing disabled students.
14. Socialization activities will be conducted to develop interpersonal relationships, positive work attitudes, and to further mainstream the handicapped student.
15. A brochure will be written to better inform the handicapped students of the services at Brookdale.
16. A newsletter will be produced in order to inform the local community, handicapped participants, and the state and local agencies of the services for the handicapped.

This project, by its general design, has special aspects which we feel contributes to its being a vocational program of high quality. They are:
a. The project incorporates the services of a college, a 'consumer' organization for the handicapped, a student organization for the handicapped, the business and industries of Monmouth County and all the state and county agencies for the handicapped.
b. The program is available to all Monmouth County residents, all students, regardless of age, sex, or race.
c. The program is extremely flexible. It can be approached systemically or by unit. The individual can progress at their own pace. Also, if they don't progress they will still be encouraged to participate. The social benefit is important in and of itself.
d. The handicapped will not be isolated or expected to act without support. Support services needed by the handicapped for success will be developed and offered to the participants of this program.

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PROBLEM

Brookdale Community College which has committed itself to maintaining an "open-door" institution for all residents of Monmouth County, has actively and effectively included that portion of the population which has been classified as handicapped or physically limited.

Within the framework of its philosophy, Brookdale Community College is committed to the utilization of the entire county and the total community as its campus. A purposeful decision to include the handicapped in a real world education by adapting existing services and materials (as opposed to creating special programs which lead to isolation and eventually to alienation) remains our goal.

Until 1979, this conscious effort, on the part of the college was sufficient to meet the immedicate needs of those handicapped individuals who took the initiative to seek out additional educational opportunities. The implementation of Section 504 of the Rehabilitation Act of 1973, which mandates colleges to follow non-discriminatory policies in admissions, academics and student services has increased the attendance of handicapped students nationwide by over 100% since 1975 and we at the college have had to take a new look at our programs and services in order to meet this demand.

Brookdale has long been involved in services for the disabled. Its campus has been designated barrier-free since 1974. An office of the Monmouth County chapter of the Easter Seals Society has existed on the Brookdale Communtity College campus for nine years. Brookdale provides Easter Seals with office space, phones, and facilities for mailings within the college counseling center environment. The Epilepsy Foundation has also shared office space with Career Services for the Handicapped since 1982. This physical arrangement, and the professional exchange which occured, has led to an ongoing working relationship between the Brookdale Community College counseling staff,

the Director of the Monmouth County Easter Seals, and the President of the Monmouth County Chapter of the Epilepsy Foundation. This cooperative relationship has led the local county community to have a heightened expectation of Brookdale in the role of meeting the needs of the handicapped. Because of the positive reputation developed through this working relationship additional requests for vocational and personal counseling services job placement, volunteer assistance for academic success and independent living assistance have increased.

We feel that adaptive services need to be established and continue to be provided in order to insure that our growing numbers of students/community members who are physically limited can be successful.

In reviewing the current problem the folowing circumstances have been identified which contribute to the complexity of a handicapped individual's unique and specific career needs.

1. Handicapped individuals often possess unrealistic and/or inappropriate career goals because of their restricted and sheltered environments and often develop negative personal and social attitudes when provided with opportunities for growth and change.
2. A specific career resource information area does not exist within the current Brookdale Community College Career Services department to meet the needs of the handicapped student/community member for adapted/mediated information to provide specific knowledge regarding: physical demands of employment training required; job settings; employment trends, current wage scales; current job market openings, etc.
3. There is insufficient adaptation and utilization of career resource materials currently existing to specific populations such as the hearing impaired, sight impaired, or for people who have limited use of their hands. Many of currently available materials, books, handouts, career and vocational assessment techniques are unable to be used by the handicapped in their current form.

4. There is a lack of exposure to the variety of worksettings due to the isolating nature of different handicaps. this results in a limited understanding of the world of work, its opportunities, its requirements, and its other components.

5. Employers possess a limited understanding, or a misconception of how to utilize the skills and abilities of tne handicapped worker. Physical handicaps, by their very nature, often restrict contact and communication between the employer and the potential handicapped employee.

6. There exists the lack of information of, and exposure to, successful handicapped career role models.

7. There exists a lack of counseling staff time adequate to provide vocational assessment and career counseling to the handicapped.

8. Techniques for leading programs in Human Development, Assertiveness Training, Time Management, Human Sexuality, Values Clarification, Decision Making, Goal Setting, Career and Job Research, Skill Identification, Resume Writing, and other career workshops need to be specifically developed and adapted for the needs of the handicapped.

9. Testing for vocational assessment and diagnostic measures need to be adapted to the limitation of the physically handicapped. To date no severely handicapped person is able to go through the testing process at Brookdale Community College. This results in tests having to be waived and students having to take developmental or remedial courses unnecessarily. This also interferes with the "mainstreaming" of the handicapped on campus.

10. There is a lack of socialization skills in the handicapped which are necessary for successful interpersonal relationships. This can result in difficulty communicating in a job interview, with co-workers and superiors, and with other people necessary for successful vocational experiences.

11. The support services for the handicapped such as: readers, writers, interpreters, tutors, testers, personal attendants, and transportation aides are necessary for the handicapped student/community member's success in the areas of career development, job

placement, skill development, and academics. These services, which could be provided effectively through the use of a volunteer program, is not available at this time to the handicapped. The volunteer program to provide services is not possible because there is insufficient staff to solicit volunteers and to provide them with the necessary training to enable them to be effective in aiding the handicapped.

12. The handicapped population has a limited awareness of the services offered to them by Brookdale Community College. This is partly due to inadequate utilization of contacts with at the state and county agencies who service the handicapped population. To-date contacts have been restricted because lack of staff time doesn't allow us to take the initiative to extend services we developed and adapted to the specific needs of the handicapped.

OBJECTIVES

Objective 1

The entire project is designed to meet the specific and unique problems inherent in career education for the handicapped including the problem that a large percentage of physically handicapped students/community members cannot secure relevant employment because of inappropriate job goals, possess inaccurate perception of the physical demands of employment, lack of knowledge of job seeking skills, and have a limited knowledge of and exposure to various work settings. Our objective is to create an environment for a program with adapted materials and techniques and the necessary staff support to meet these problems. (For a list of specific outcomes see Objectives 2 through 12).

Objective 2

A highly visable, physically accessable mini-career information center, specifically designed for the handicapped will be developed and staffed within the framework of the existing Career Services Center. This mini-center will house: files of printed occupational information, visual and tape recorded examples of successful handicapped career models, tapes and tape recorders with mediated career and job search information, films, slides, and film strips with projectors and other equipment, and other services, and materials specifically designed with the physically handicapped in mind. It will also serve as a clearly identifiable center for all career activities for the handicapped such as: success role model seminars, career workshops, special speakers, films for the handicapped, etc.

Objective 3

Existing career materials now only available in print form, will be adapted and where possible, mediated for the needs of the handicapped. This will include handouts such as "Job Search Skills, The Investigative Interview, Resume Writing, Effective Interviewing Techniques, Common Jobs and their Summaries, Skill Identification, Self

Assessment Techniques and its Applications, Top 100 New Jersey Employers, Where the Jobs Are" and others.

Objective 4

On-site visits to ten or more local employers including: AT&T, Bell Laboratories, Bendix Corporation, Raycomm Industries, 3-M Company, Prudential Property and Casualty Insurance Company, and others, will be organized to provide exposure to work environments in different career areas. A minimum of 80 handicapped students/community members will be participants in these visits.

Objective 5

A minimum of 30 handicapped students/community members will be placed in a local business or industry for Job Shadowing. The handicapped individual will observe and actively participate in the work environment for one day. This will provide the local employers with an opportunity to observe the individuals ability to adapt to the work setting and to observe their capabilities. The handicapped individual will also benefit from the exposure to a work setting.

Objective 6

Career success models exhibiting specific physical handicaps which have been overcome in attaining success in the work world will be presented to the handicapped population in a variety of creative ways including: a visual poster display in the mini-career information center for the handicapped, the creation of a speaker's bureau which will be utilized to provide seminars to the handicapped, and one-on-one appointments arranged between the success model and the handicapped student/community member career model, and by viewing videotapes of local role models.

Objective 7

One-on-one and group career counseling specifically geared for the needs of the handicapped will be offered to a minimum of 150 handicapped students/community members. This effort will be made to assist the handicapped in identifying realistic career goals and

to help them develop a practical career plan of action.

Objective 8

Workshops in Human Development, Assertiveness Training, Time Management, Human Sexuality, Values Clarification, Decision Making, and Goal Setting, Career Self-Assessment, Career Research and Career Exploration, Skill Identification, Interviewing Techniques, and Resume Writing, adapted for the handicapped and leading to the development of positive personal, social, and career attitudes will be offered on a monthly basis. A total of at least 100 workshops will be offered during the course of this project; over 1000 persons will be attending these workshops.

Objective 9

The utilization of existing vocational, interest, general ability, and personal measurements will be adapted for use with the handicapped population. The results of these tests and the interpretation will be used to develop realistic career goals with the handicapped student/community member.

Objective 10

Programs involving at least 500 handicapped students/community members will be developed to develop the necessary social skills which are generally the forerunner to responsible work attitudes and successful interpersonal relationships.

Objective 11

Volunteer support services, including readers, writers, interpreters, tutors, testers, personal attendants, and transportation aides, which will assist the handicapped student/community member in successfully completing vocational testing, appointments for career counseling, participation in career workshops and other aspects of career development, will be established.

150 handicapped students/community members will take advantage of these support services. At least 40 volunteers will be trained to work effectively with the handicapped in providing these support services.

Objective 12

Outreach programs for the distribution of general information regarding Brookdale Community College's services to the handicapped will be established and continued regularly with 3500 contacts.

All personnel associated with this project will be able to recognize, identify, understand the role of, make appropriate referrals, and take the initiative to utilize the sources of contact of over 100 of state and county agencies which service specific portions of the handicapped population.

RESEARCH

Across the nation increasing numbers of handicapped people are improving their lives by furthering their education and by pursuing vocational goals. Many of these handicapped persons find the community college the ideal setting for their special needs. Since the establishment of the Rehabilitation Act of 1973 and according to the American Association of Community and Junior Colleges, (AACJC) over 500,000 handicapped students are now attending community colleges. This is an increase of over 100% since 1973. While handicapped people appreciate the incentive it represents, they have, in many ways been disappointed by the reality of what is actually available to help them reach their vocational and educational goals and achieve independence.

Providing career counseling, vocational assessment, and career education to handicapped persons is a complicated issue. Many career manuals and guidance tools have not yet been adapted for the use of the handicapped. Self-assessment is often not possible because physical limitations such as sight impairment, speech impediment, or difficulty writing limits the use of career tests by handicapped persons. But perhaps one of the most pervasive limitations presented to the handicapped person today is the lack of exploratory experiences, exposure to work settings, work requirements, and positive career role models which are so necessary for the development of career related interests, the development of job skills and work habits and the formation of realistic employment expectations.

This proposal was conceived on the evidence that appropriate and adapted career development services were not available for handicapped persons within the career development and/or job placements offices at college campus nationwide. One fact that seemed to substantiate this fact was that although the Career Services Center at Brookdale Community College is widely recognized for its contributions and was

selected by the American Association of Junior and Community College (AAJACC) is a demonstration model of exemplary career development programs and services it was not able to adequately meet the challenge of providing career counseling, testing and evaluation, career development work shops, career fairs, job placement, role models or other related services to handicapped persons.

The educational system and those others in the helping professions like teachers, social workers, and counselors often possess limited information about the alternatives that are possible for handicapped persons. Hollander and Parker (1969, 1972) state that these attitudes are incorporated by the career searchers. However, the information that people have about the ability of handicapped persons to work and have careers is usually acquired indirectly and is often stereotyped,unrealistic, and discriminatory.

Some of the techniques employed to combat these impressions include use of career role models, films of persons who have successfully entered the field of their choice, speakers from local companies and visits to local employers.

A review of the literature conducted to reveal research related to the problem discussed above demonstrated that the career development strategy of using handicapped employees as career role models is indeed an innovative technique. A survey was conducted of over 800 magazines, journals and other academic and literary publications, Since 1978 which discussed recent developments in fields of education, career development, vocational guidance, psychology, counseling, and others without producing any significant or relevant references on this specific topic.

In fact in the literature reviewed from 1978 to the present, only one article was discovered that addressed this topic. In the January 1981 issue of The Science Teacher publication, the authors, S.K. Jagoda and R.R. Cremer, relate the success they experienced when conducting career workshops for students with disabled scientists

as the guest speakers. However, this one article is a rare and isolated example of the potential power of the use of the many disabled employees who can serve as role models for our nation's handicapped youth; a resource as yet untaped.

While the literature reviewed did not produce any directly relevant articles or information regarding the theory, practice, application, or research related to the use of role models who are themselves handicapped for other handicapped persons, it did uncover multiple references of role models used in the career development process or non handicapped persons. Since 1975, various professional publications including Education Digest, Journal of College Student Personnel, and Vocational Guidance Quarterly included numerous article on the benefit of conducting "Job Fairs" and "Career Days" featuring persons who represent different fields and occupations. In fact, in the Education Index the term "Career Day" became a separate thesaurus term. Two articles specifically commented on the usefulness in 1970 of using successful alumni as peer role models for students in educational settings. The technique of role modeling has also been successfully implemented with women in overcoming sex role stereotyping and broaden the women's occupational aspirations. In her study "Peer Social Modeling: A Tool for Assisting Girls With Career Exploration" Peggy Motsch, an assistant professor at the University of Toledo, Ohio states that "Peer social modeling, combined with reinforcement and overt practice of the modeled behaviors, presents a method to assist young girls in the exploration of traditional and non-traditional careers." She continues by saying "Counselors may also find applications for modeling in career education programs for both males and females. Moreover, modeling helps students learn how to evaluate the information they have collected on various occupations as well as help them learn and follow the steps in career decision making." (Vocational Guidance Quarterly, March 1980 pp. 231-240). These findings were replicated with minority students by J. H. Minor when he studied the "Effects of Model Reinforcement Counseling on Career Information Seeking among Black College Freshman" (Dissertation Abstracts International 1976).

Since the literature asserts that role modeling can be used with success in general career education programs and has been found to be particularly effective with special populations such as the economically disadvantaged, women and minority students, it might be reasonable to conclude that the research indicates that role modeling would also be appropriate for career development needs of students and adults who are physically handicapped.

The effect of national legislation, such as the Rehabilitation Act of 1973, was evident in the literature reviewed concerning career education and other services for handicapped persons in colleges or other educational settings. Articles in reference to the handicapped became more numerous as the years passed from 1973 to the present. Since 1980, essays, compositions, and other articles in the professional publications reviewed presented and discussed the career awareness, vocational exploration, counseling and special career centers which have been developed to meet the needs of the increasing numbers of handicapped students on the country's college campuses today. And while it is clear that numerous programs have been established to provide career education for the handicapped, the services presently existing do not report to have addressed the practical problem of the need for appropriate career role models for these same persons.

PROCEDURES USED

Brookdale Community College's Career Services Center received a grant from the New Jersey State Department of Education, Division of Vocational Education and Career Preparation to fund a project entitled "Career Education for the Handicapped." The project is designed to meet the individual and unique problems inherent in career/vocational services for the handicapped. This is our fourth grant year. Our initial grant was received in 1980. The procedures used to meet the needs of handicapped persons include the implementation of the following servces.

ADVISORY BOARD

It is important to specifically recruit the handicapped consumer, county and state agencies, high school personnel, local industry, public advocates, and college administrators to provide input into the Career Services for the Handicapped program development and implementation. We did this by establishing an Advisory Board which met together twice annually. This committee was comprised of 25 members and assisted the project in establishing and meeting its objectives. The first meeting was held in November. A list of advisory board members and minutes from the meetings are attached.

This year, as a result of the Advisory Board meetings, and at the suggestion of the committee members from Bendix Corporation and PRUPAC Company a subcommittee was generated which addressed the concerns of coordinated, county wide, interagency job placement services for persons with handicaps. The subcommittee grew into the Job Task Force committee and its membership exceeded 25 representatives. The Task Force studied the subject, conferred with consultants and special speakers and eventually drew up a proposal for implementation of these much needed job placement services. This proposal was submitted for possible funding to the New Jersey Department of Higher Education in cooperation with the Job Placement Training Act.

We received notification that funding was approved on July 1, 1984. This process is a fine example of the possible results of the use and productivity of Advisory Committees.

WORKSHOPS: CAREER GROUP EXPERIENCES FOR HANDICAPPED INDIVIDUALS

The content and techniques of the career workshops were adapted to meet the requirements of handicapped individuals as well as those individuals seeking to develop sensivitivity in working with the disabled in a career development capacity. Our eighty workshops were conducted from September 1983 to June 1984. Attendance numbered over 1,500 handicapped persons with a wide diversity of physical, mental and emotional and learning limitations. Sign language interpreters are provided during each session. Several interns and staff are also used to provide adaptive assistance to blind/other physically impaired participants. The topics of the workshops included: Where Am I going? Peer Counseling, Setting Goals, Support Groups and Understanding, Orientation to Job Placement, Skill Identification, Independent Living, Handicapped or Handi-capable, You Can Get Ther From Here, Deaf Awareness, Assertiveness Training, Communication Skills, Sociosexual Integration, Positive Relationships in the Work Environment, Stress Management, Dealing with Anger, Academic Success, Road to Employment, Affirmative Action, Time Management, Money Management, and others. These workshops maintain a steady weekly attendance of thirty participants year round. The participant retention rate is 90%. Many of the workshops were organized and co-led by disabled students themselves. Upon the end of funding this June several handicapped students continued the programing by coordinating various workshops and a self-help support group. The program participants object to the program events ending each summer and are attempting to provide some continuity.

INDIVIDUAL COUNSELING: PERSONAL & CAREER NEEDS

Personal and individual counseling was available to provide a support for persons

experiencing difficulty accepting their handicaps, making a transition from home to school or school to work, selecting a career, adjusting to an independent living situation, succeeding on the job, or other related concerns. Disabled persons receive resume writing assistance and advisement regarding job interviews and conducting an effective job search. Over 500 separate appointments were scheduled between Career Services for the Handicapped staff and handicapped persons requesting counseling.

CAREER FAIR FOR THE PHYSICALLY HANDICAPPED

A Career Fair was conducted which featured over 20 workshops where professionals, themselves handicapped, from many different fields and currently employed in the local area addressed the 200 handicapped persons who attended. The information presented by these panel members included labor market data, job availability, training requirements as well as the unique insights regarding coping in the work environment with success as a disabled employee.

SPEAKERS BUREAU: POSITIVE CAREER MODELS FOR THE HANDICAPPED

A Speaker's Bureau for the Handicapped was established comprised of local community members who have overcome the limitations of their disability in attaining career success. Speakers conducted seminars to address topics regarding career exploration and guides to success for interested audiences. They also represented role models and peer support to handicapped students/community member. Speakers now number 300.

WORK EXPOSURE: ON-SITE VISITS TO LOCAL EMPLOYERS

In an effort to provide first-hand exposure to various work-settings, on-site visits to local employers have been conducted for handicapped students/community members. These on-site visits continue on a monthly basis. Visits were made to employers including Bell Laboratories, Bendix Corporation, McDonalds, Little Flower Children's Center, and others. Careers were explored in art, photography, computer science, education, telecommunications, automotive technology, food service, graphic arts, and many other fields.

JOB PLACEMENT PROGRAMS

In conjuction with Monmouth County Agencies such as the Job Placement Training Agency and Private Industry Council and private foundation such as The Charlotte W. Newcombe Foundation over thirty disabled students received class room training in Career Development and Life Skills and were subsequently placed in short-term subsidized jobs with non-profit agencies within the county.

JOB SHADOWING

Job Shadowing is a newly-developed program implemented by Career Services for the Handicapped which attempts to match program participants with workers who have jobs to which the participants aspire and/or workers who have handicaps like those of the participants. In the first instance, students "go to work" with the worker at their place of employment to see on-the-spot, a typical work day. In the second, the participant can see the day-to-day problems (and their solutions) of a particular handicap in a work-setting. Career Services for the Handicapped was approached by the Affirmative Action Committee of AT&T and American Bell to implement such a program. It is in place, and on-going. the results thus far are encouraging. For example, a blind student studying computers at Brookdale Community College spent the day with a blind AT&T Computer Engineer who developed and uses a voice-activated computer terminal. The blind student was encouraged by the visit; and realized that with this kind of adaptations his career goal could become reality.

VOLUNTEER SUPPORT SERVICES

Volunteer support services (including readers, writers, interpreters, tutors, testers, personal attendants and transportation aides) have been established to assist the handicapped population. Volunteers are trained to work effectively with the handicapped in providing these support services.

COMMUNICATION: TO KEEP THE COMMUNITY INFORMED

A project Newsletter, called pathways was published every two months. Dates, times

and locations of workshops will be publicized in the Newsletter. The emphasis of the publication was to convey progressive project information as well as to relay the dates and times of various social activities and events. The Newsletter will be distributed to state and county agencies, employers, schools and other interested parties. The mailing list has expanded to over 4500 contacts.

An Open House for evening students was conducted in February 1984 to introduce these programs to the public, night students, and part-time faculty.

A new brochure, describing services to handicapped persons at Brookdale has been designed. We are now awaiting its printing.

TELEPHONE SERVICES FOR THE DEAF

A telephone with a keyboard, screen and printer designed for use by the deaf was acquired for the Center. A private telephone line was installed to accomodate it, and to eliminate switchboard procedures. Deaf participants (who have access to similar machinery) can now communicate directly with the office and therefore, with the college. Brochures describing TTY usage were written and were circulated to all faculty currently teaching deaf students. Extensive use of this equipment has included invitations to social events, scheduling of meetings, information about college committees, course assignments and counseling, among others. The equipment better integrates the deaf population into the center and therefore, into the college.

SOCIAL EVENTS

The disabled are continually encouraged to participate in college-wide social events and we have seen growth in this area this year. This year saw two disabled performers on the college-wide student activities entertainment schedule; MUSIGN, a group of deaf dancers, drew an audience of over 400 - many of whom were deaf and were visiting the college for the first time. Henry Holden, a comedian who uses crutches, entertained at a college-wide dinner and also went to a local high school to talk to performing arts students about disabilities and the world of entertainment.

Other events designed for the handicapped population and geared toward developing interpersonal skills necessary in the world of work included seasonal events such as the Holloween Party and Christmas Party, a day trip to the Pennsylvania Dutch country and our Annual Awards Dinner. These events are attended by over 800 persons both handicapped and non-handicapped.

BARRIER FREE MINI-CAREER INFORMATION CENTER

A barrier-free Mini-Career Information Center was created, and is maintained on the college campus to house job search and career-related resources and materials (some of which are adapted and/or mediated to accommodate the special needs of handicapped students and community members as well as individuals needing awareness and skill development in the use of career materials). The information center serves as a clearly identifiable focus for all other related career activities for the handicapped. Items on file now exceed 400 separate categories and the library has over 250 books on a wide variety of career and personal development topics for the handicapped.

COOPERATION WITH OTHER AGENCIES

The Director of the Monmouth County Office of Easter Seals and the President of the Monmouth County Chapter of the Epilepsy Foundation have offices located on the Brookdale campus in the Career Services for the Handicapped department. The ensuing working relationship provides centrally located, effective and unduplicated services to the handicapped community. Staff from these offices and Career Services for the Handicapped serve on county and state advisory boards, committees, and act as guest speakers to industry, high schools, local businesses, hospitals and other agencies.

The staff of the project also makes visitations to agencies and other locations upon request to conduct workshops or to present information about our services.

Representatives from agencies also come in to attend our weekly workshops. These steps and events have significantly contributed to the project's effectiveness. The following list is a sampling of staff involvement and agency interaction during 1983-1984.

Knollwood School
State and Local Government Course
Trenton State College
N. J. State Counselors meeting
Bendix Corporation
Rutgers University
Division of Vocational Rehabilitation
Educational Improvement Center
Monmouth County representative of N.J. Department of Education/One Step Ahead Club
MUSIGN
Katzenbach School for the Deaf
Perkin-Elmer Corporation
Jersey Shore Medical Center
Cedar Hill School, Basking Ridge, N. J.
International Flavors and Fragrances
Brookdale Handicapped Task Force
N. J. Division of the Deaf
Jersey Shore Medical Center
Monmouth Equipment and Service Company
Shore Builders Association
Monmouth Medical Center
Bell Laboratories
American Bell
AT&T
Commission of the Blind
Epilepsy Foundation
Rumson-Fair Haven School
Monmouth County Job Task Force
Registery Referral Service
Easter Seals Society
Neville Institute, Philadelphia, Pa.
Middletown Police Department
N. J. Institute of Technology
Somerset County College
JTPA (Job/Training Parents Associated with Special Services Partnership Act)
Asbury Park Press
Woodbridge News Tribune
Red Bank Register
Bayshore Advisor
Project Life
United Cerebral Palsy
United Way
Monmouth County Association for Learning Disabilities
Association for Retarded Citizens
Genesis House
Monmouth Board of Social Services
Easter Seal Stroke Group

New Jersey Job Service
Social Security Administration
Middlesex County College
WJLK
Human Services Council
Charlotte W. Newcombe Foundation
Asbury Park High School
Middletown Township High Schools
Monmouth County Vocational Schools
Monmouth Museum
Parents Support Group
Asbury Park High School
Monmouth County Office of the Handicapped
PRUPAC
Howell High School
Monmouth Center for Vocational Rehabilitation
National Association for the Deaf
Monmouth-Ocean Development Council
Robert A. Stanger & Co. (Editorial Department)

Career Services for the Handicapped Staff served as contributors to the following professional organizations at conferences and forums in the capacity of presentors, committee members, guest speakers, etc.

Freehold District Parents Organization for the Learning Disabled
Governor's Advisory Committee on Vocational Education
Manalapan High School
Middlesex County College
Monmouth County Vocational School
Monmouth Ocean Development Council
New Jersey Association of Educators of Adult Education
New Jersey Association of Learning Consultants
New Jersey Division of Vocational Rehabilitation
New Jersey Governor's Convention for the Handicapped
Office of Legislative Services
People on Wheels for Education and Rehabilitation
Private Industry Council
State Commission and Recreation for the Handicapped
Toms River High School
Monmouth County Office on the Handicapped

STUDENT INVOLVEMENT

The One Step Ahead Club, a college student activities organization was begun in 1972 to provide and maintain a barrier-free campus, providing academic encouragement and social activities for disabled persons. It began with 7 members and now in 1984 has grown to over 50 listed members. Handicapped students themselves form the group's leadership and are appointed to the offices of president and Vice President. The Monmouth County Easter Seals Director, Ruth Hughes, herself a former Brookdale Community College graduate and president of One Step Ahead Club now acts as the faculty advisor. This year the club held monthly meetings and conducted the following special events:

Orientation for new students
Meeting and planning session
Meetings One Step Ahead Club
Trip Pennsylvania Dutch country
Holiday party
Evening reception for disabled students
Brookdale Community College campus day activity
Freehold School District - Parents Association Special Services meeting
New Jersey Institute of Technology meeting and presentation
Students group from Sommerset County College
Governor's Conference on Recreation for handicapped persons
Annual One Step Ahead and Friday Workshop picnic
One Step Ahead Annual Appreciation Dinner

PARENT INVOLVEMENT

Working with Brookdale Community College's Career Services for the Handicapped Program increased the awareness for the need to form a support group where parents of disabled individuals might come together to discuss their concerns.

In December, a workshop was held with the participants of the Friday workshop program to assess the need for such a support group. The general feeling from the group was they thought their parents were over-protective and didn't recognize their rights.

All parents of individuals who attend the Friday workshops were notified about the group and the first meeting was held on Thursday, March 22, 1984. Eleven parents attended and the discussion from that group focussed on two main areas. Independence for their son/daughter and how could their son/daughter find employment. It was decided then that the group would serve as a resource to parents of disabled individuals. Since then two meetings have been held where parents shared their common problems and feelings.

This group will meet in the Fall monthly and hopefully the following topics and events will be planned: discussion by Art Marshall on academic and career counseling; legal counseling and Estate planning; fund raising dinner; SSI information.

The number of people attending the meetings vary but are always well attended. The general consensus of the group is besides needing factual information as mentioned previously, there is a need for emotional support from other parents of disabled individuals.

FUND RAISING

In order to supplement grant funds in these times of limited government spending and in order to plan for a more permanent future, the project has developed a priority of developing financial resources. A six minute slide show called, "We can Make the Future" was produced which features the disabled students at the college and the Career Services for the Handicapped program which serves and supports them. The slide show has been shown at many college and community events. The project also maintains a Coffee Service where volunteer handicapped students provide coffee and other beverages to the college campus. Proceeds from this service ($1,500 annually) is used for scholarships for handicapped students who are ineligible for sources of other financial aid. This year the project also sponsored two bus trips to Atlantic City for handicapped students, their parents, friends, Brookdale faculty and staff and members of the handicapped community. This event generated a lot of excitement as well as revenue. A Christmas Card was also designed and mailed to all Brookdale colleagues for a contribution. this service was very well received and efforts are being made to expand it to more contributors next year. These three activities raised a total of $1,174.00. All fund raising activities are being held in conjunction with and are supported by the Brookdale Foundation Trust. Monies are deposited with the Trust for future allocation.

FINDINGS

According to the latest Monmouth County survey there are 24,845 handicapped people under the age of 60 in this area. This is 12% of the overall county population. One of the largest concentration of handicapped persons is Middletown Township, the region where Brookdale Community College is located. Of this number, 5,500 are physically disabled, 1,032 are blind, 554 have multiple sclerosis, 536 have cerebral palsy, 468 are deaf and 168 are visually impaired. Of the 24,845 we have approximately 10,000 handicapped people under 60 years old who are either homebound or have limited access to transportation. All of these persons are the potential candidates for this program. We know that intensive personal contact is necessary to reach these people, to encourage them to participate in college-level courses, career development workshops and it is necessary to be supportive of them while they are taking these courses.

Across the nation increasing numbers of handicapped people are improving their lives by furthering their education and by pursuing vocational goals. Many of these handicapped persons find the community college the ideal setting for their special needs. Since the establishment of the Rehabilitation Act of 1973 and according to the American Association of Community and Junior Collges, (AACJC) over 500,000 handicapped students are now attending community colleges. This is an increase of over 100% since 1973.

Concurrently over 400 handicapped students attend Brookdale Community College. This is an increase of over 250% since 1972.

INTERPRETATION OF FINDINGS

Brookdale Community College has exceeded the national expectations for enrollment of disabled individuals in post secondary education. We believe that there are many reasons for this trend. Brookdale has always been architecturally barrier free within its academic complexes. Disabled students began attending the college in small numbers since it opened because of its accessibility. In addition to its accessibility, however, was an accompanying philosophical receptiveness. Brookdale believes in utilizing the community as a learning experience and has always welcomed non-students to campus activities.

Hosting the county offices of both the Easter Seals Society and the Epilepsy Foundation has resulted in increased exposure of the college to a wide variety of clients who are potential students. There has been a dramatic increase in the contact with disabled persons since the inception of the Career Services for the Handicapped program. Contacts have increased from 300 in 1980 to well over 4,500 in 1984. This year the program was relocated into a highly visible, permanent location on the college campus. The program's conspicious presence has led to increase self identification by currently enrolled students. The coffee service, sponsored by the program, has become a hub of activity for the disabled and non-disabled, students and non-students, and students and staff.

Another implication which can be concluded from the evaluation of the program's effectiveness is the high level of receptiveness to employment issues among disabled persons. The highest attended workshops sponsored by the program were "Meet the Employers": "Employment and Training Opportunities in Monmouth County" and other workshops related to these topics. The program has been utilized by other county agencies such as the Private Industry Council to recruit, train, and place disabled persons in jobs. Thirty or forty disabled clients can be identified with ease, within one week. Job sites for placement for these same participants can also be found within the same time period. Our experience with employment and the disabled seems to dispel any of the myths that insist that the disabled are not willing or able to be employed.

DISSEMINATION

Brookdale Community College is a member in the League for Innovation, a consortium of Community/Junior Colleges on a national level. This association provides for an immediate and direct method of sharing the results of the work done through this grant. In addition, the League for Innovation has cited Brookdale Community College as one of the few schools within its membership of innovative institutions which has made the most significant contributions to the handicapped to date. Brookdale's Vice President, Dr. Gwynne made a presentation regarding the Career Services for the Handicapped program at a recent League for Innovation National Conference.

Brookdale's Career Services Center was evaluated in 1978 and 1979 by the American Association of Community and Junior Colleges (AACJC) and Policy Studies in Education (PSE), and has been named both times as one of five exemplary career centers in the United States. As a result of its outstanding evaluation, a three day National Career Education Conference sponsored by Brookdale Community College was held in 1978, and another was held at the New York Sheraton Hotel, May 27, 28, 29 in 1980, titled: Work-Education-Careers, Directions for the 80's.

Workshops have been featured during this national conference on the special needs of the handicapped. Registration for the 1978 conference was 170 participants including representatives from community colleges, private colleges, state colleges, high schools, and other community organizations from around the nation. This type of exposure provides Brookdale with a method of sharing the results of this project.

In addition, the media, print material and the procedures developed will be available for reproduction for use in other New Jersey community colleges.

Members of our Career Services for the Handicapped staff are often called upon to act as special speakers, presentors, panel members, lecturers and guests at Statewide conferences and meetings. The Director of Special Services at Trenton State College recently remarked that he had called over twenty colleges looking for speakers on the topics of college services for the disabled and each one, in turn, referred him on to Brookdale's Career Services for the Handicapped program. The efforts of our staff and their willingness to share project information is indicated by the following list of agency/institution contact during 1983-1984.

Knollwood School
N. J. State Counselors Meeting
State and Local Government Course
Bendix Corporation
Trenton State College
Rutgers University
MUSIGN
Div. of Vocational Rehabilitation
Katzenbach School for the Deaf
Educational Improvement Center
Monmouth County Representative of
N. J. Department of Education/
One Step Ahead Club
Perkin-Elmer Corporation
Jersey Shore Medical Center
Cedar Hill School, Basking Ridge,N.J.
International Flavors and Fragrances
Brookdale Handicapped Task Force
N. J. Division of the Deaf
Jersey Shore Medical Center
Monmouth Equipment & Service Company
Shore Builders Association
Monmouth Medical Center
Bell Laboratories
America Bell
AT&T
Commission of the Blind
Epilepsy Foundation
Rumson-Fair Haven School
Monmouth County Job Task Force
Registery Referral Service
Easter Seals Society
Monmouth Center for Vocational
Rehabilitation
National Association for the Deaf
Robert A. Stanger & Co.
(Editorial Department)
Neville Institute, Philadelphia, Pa.
Middletown Police Department
N. J. Institute of Technology
Somerset County College
JTPA (Job/Training Parents Associated with
Special Services Partnership Act)
Asbury Park Press
Woodbridge News Tribune
Red Bank Register
Bayshore Advisor
Project Life
United Cerebral Palsy
United Way
Monmouth County Association for Learning
Disabilities
Association for Retarded Citizens
Genesis House
Monmouth Board of Social Services
Easter Seal Stroke Group
New Jersey Job Service
Social Security Administration
Middlesex County College
WJLK
Human Services Council
Charlotte W. Newcombe Foundation
Asbury Park High School
Middletown Township High Schools
Monmouth County Vocational Schools
Monmouth Museum
Parents Support Group
Asbury Park High School
Monmouth County Office of the Handicapped
PRUPAC
Howell High School
Monmouth-Ocean Development Council

SEX BIAS AND SEX STEREOTYPING

The following specific strategies are used for eliminating sex bias in the project:

1.) The topic of sex role bias and its consequences will be addressed as appropriate planning meetings and all Advisory Committee meetings and strategies will be formulated to avoid it.

2.) The career information, job search and other materials used will be carefully screened so that those not having sex bias will be utilized.

3.) The participants will be assisted in identifying what in their own personal thinking practices or attitudes may represent sex bias. This had been addressed in workshops such as Assertiveness Training, Affirmative Action, Value Clarification, Parents and Role models, Socio-Drama and Sterotypes and others.

4.) Emphasis will be placed on having the participants be aware of the need for freedom from sex bias in establishing career goals.

5.) Participants will be aware of legal requirements for equal opportunities for all individuals.

6.) Social, parental, societal and individual expectations as regards sex roles are addressed during individual counseling sessions.

CONCLUSIONS

We have found that this project has filled a vacuum not only for Monmouth County residents but for professionals in the field. We have found very little has been done to focus on career services for handicapped people. In addition, there has been no focal point in Monmouth County to deliver the comprehensive services not only to Brookdale Community College students but to high school students and the community at large. We know there is so much to be done in this area that we have just scratched the surface but we also know that in developing this model we not only serve the citizens of Monmouth County but all professionals in the state who may wish to implement such a program.

RECOMMENDATIONS

We would recommend that it is necessary to continue developing this project so that we would not lose the momentum and knowledge we have gained. It is our opinion that all counties should have a focal career center to assist handicapped people and to specialize in meeting their needs. We also feel that this area has been undeveloped and, therefore, much continued work must take place.

There are several areas in particular which need more attention. These are that of transportation and of job placement. This is the fourth year now that we have been conducting career development and job placement activities with the disabled population. We have made great strides. Because of our success with the participants who have actively participated in the program year by year we now have 200 to 300 job ready adults. The job market however, because of the economy is not able to readily accommodate these adults. Specific and intensive job development is necessary.

We are excited by our growing reputation. We are becoming increasingly recognized by the community; its agencies, employers, and educational facilities, as an essential and effective career development program for handicapped adults.

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APPENDIX I

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APPENDIX II

Census Information

MONMOUTH COUNTY HANDICAPPED POPULATION ESTIMATES - 1970 MUNICIPALITY	Handicapped Population (under 60)	% of Municipal Population	% of County Handicapped
Aberdeen Twp.	709	3.4	3.2
Allenhurst Boro	3	0.3	0.0
Allentown Boro	47	1.9	0.1
Asbury Park	1,700	9.6	6.8
Atlantic Highlands	382	6.7	1.5
Avon-By-The-Sea Boro	203	7.7	0.8
Belmar Boro	347	5.3	1.4
Bradley Beach Boro	303	6.5	1.2
Brielle Boro	229	5.3	0.9
Colts Neck Twp.	175	1.9	0.7
Deal Boro	138	4.9	0.6
Eatontown Boro	560	3.2	2.3
Englishtown Boro	115	8.5	0.5
Fair Haven Boro	121	1.7	0.5
Farmingdale Boro	116	7.8	0.5
Freehold Boro	392	3.5	1.6
Freehold Twp.	526	2.6	2.1
Hazlet Twp.	870	3.4	3.5
Highlands Boro	302	5.0	1.2
Holmdel Twp.	300	2.1	1.2
Howell Twp.	868	3.5	3.9
Interlaken Boro	0	0.0	0.0
Keansburg Boro	708	6.4	2.8
Keyport Boro	738	8.1	3.0
Little Silver Boro	548	8.7	2.2
Loch Arbour Village	1	0.2	0.0
Long Branch	1,897	5.7	7.6
Manalapan Twp.	561	2.9	2.3
Manasquan Boro	305	5.6	1.2
Marlboro Twp.	368	2.2	1.5
Matawan Boro	592	5.3	2.4
Middletown Twp.	2,926	4.5	11.8
Millstone Twp.	160	4.3	0.6
Monmouth Beach Boro	98	2.5	0.4
Neptune City Boro	485	8.6	2.0
Neptune Twp.	1,610	5.4	6.6
Ocean Twp.	974	3.8	3.9
Oceanport Boro	464	5.3	1.9
Red Bank Boro	936	7.2	3.8
Roosevelt Boro	0	0.0	0.0
Rumson Boro	215	2.6	0.9
Sea Bright Boro	149	7.3	0.6
Sea Girt Boro	38	1.4	0.2
Shrewsbury Boro	211	5.7	0.8
Shrewsbury Twp.	112	0.2	1.4
South Belmar Boro	44	2.7	0.2
Spring Lake Boro	60	1.4	0.2
Spring Lake Hts. Boro	208	3.8	0.8
Tinton Falls Boro	95	1.2	0.4
Union Beach Boro	414	6.2	1.7
Upper Freehold Twp.	110	3.5	0.4
Wall Twp.	968	5.1	3.8
West Long Branch Boro	198	2.5	0.8
MONMOUTH COUNTY	24,845	4.5 %	100 %

SOURCE: Community Services Council of Monmouth County, Inc. Computed through the use of National Prevelance Rates of the National Health Survey, Agency Interviews, and U.S. Census 1970, Disabled from age 16 to 64.

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MONMOUTH COUNTY 1979
Elderly Handicapped and Non-Elderly Handicapped
Non-Ambulatory and Semi-Ambulatory
Population Estimates

	Elderly	Non Elderly	Total
Using Wheelchairs	999	515	1,514
Using Walkers	1,528	140	1,668
Total to be aided by Lifts and Ramps	2,527	655	3,182

1979 Monmouth County
Handicapped Estimates By Age

Age Group	Estimated Population
Under 21	10,883
21 - 59	13,962
60 and over	26,000
Total	50,845

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ELDERLY
AND
HANDICAPPED
POPULATION RATIO

	National[1] Average	Monmouth County (%) Population	
Handicapped Non-Elderly	24.0	22.3	24,845
Handicapped Elderly	26.6	23.3	26,000
Elderly Non-Handicapped	49.4	54.5	60,777
TOTAL Elderly & Handicapped Population	100.0%	100.0%	111,622
TOTAL County Population	-	20.1%	554,813

[1]U.S. D.O.T., The Elderly and Handicapped Market.

Note: Monmouth County percentages are slightly lower for handicapped and higher for elderly because Community Services Council used the Older American's Act definition 60 years and older for elderly.

1979 HANDICAPPED POPULATION ESTIMATES (under 60 years old)

Mentally Retarded	13,002[1]
Physically Disabled	5,500[2]
Epilepsy	1,666[3]
Blind	1,032[4]
Multiple Sclerosis	554[5]
Cerebral Palsy	536[3]
Deaf	468[4]
Autism	215[3]
Neurologically Related Disease	183[5]
Visually Impaired	168[4]
Other	1,521[6]
TOTAL	24,845[6]

Sources:

[1]Disabilities and Health Economics Research, Bureau of Economic Research-Rutgers University, 1970 extrapolated to 1979.

[2]Easter Seals Society estimate.

[3]1979 Annual State Plan for Developmental Disabilities, 1980 estimates.

[4]Abt Associates,
Prevelance rates applied to 1979 population.

[5]National Multiple Sclerosis estimate.

[6]Community Services Council for Monmouth County Inc., 1979 estimates.

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APPENDIX III

Pathways Newsletter

PATHWAYS HAPPEN AT BROOKDALE

DON'T BE HANDICAPPED; BE HANDICAPABLE! SEPTEMBER 1983

Calendar of Events

Monday, September 12 1:00-3:30 PM
Easter Seals Stroke Group *
Garden State Arts Center
Topic: Play, "Boyfriends"

Tuesday, September 20 11:30-1:00 PM
Brookdale Community College One Step Ahead Club
Career Services for the Handicapped Area
Topic: First Meeting to Plan Events for New School Year

Tuesday, September 20 4:30-12:00 PM
SPECIAL EVENT! Bus Trip to Atlantic City *
Leaving Brookdale's Parking Lot 5
Cost: $10.00 Tax deductible contribution; will receive $10.00 in quarters

Wednesday, September 21 3:00-5:00 PM
Easter Seals Stroke Group
Brookdale's Commons, Room 001
Topic: Presentation by the Middletown Police Department on Crime Prevention

Friday, September 23 10:00-12:00 PM
Friday Workshop Program
Career Services for the Handicapped Area
Topic: Let's Plan the Year

Friday, September 23 1:00-3:00 PM
A Step Towards Understanding
Support Group Meeting
Career Services for the Handicapped Area

Wednesday, September 28 3:00-5:00 PM
Easter Seals Stroke Club
Monmouth Medical Center-Alexander Pavilion
Topic: Orientation for Peer Counseling Program

Friday, September 30 10:00-12:00 PM
Friday Workshop Program
Career Services for the Handicapped Area
Topic: Who Am I? Where Am I Going?

Tuesday, October 4 11:30 AM
One Step Ahead Meeting
Luncheon Meeting and Preview of MUSIGN Theatre Company

Tuesday, October 4 8:00-10:30 PM
SPECIAL EVENT: MUSIGN; A Deaf Dance and Mime Troupe *
Brookdale's Performing Arts Center
Cost: $3.00 for Community, $2.00 students (limit 2 at student rate)

Thursday, October 13 7:30-10:00 PM
Epilepsy Foundation Meeting
Jersey Shore Medical Center
Booker Pavilion

*Read more about these events below

JOBS! JOBS! JOBS! The Career Services for the Handicapped Program has received funding from the Charlotte Newcombe Foundation to subsidize part time jobs with local employers for registered Brookdale students. The staff of Career Services for the Handicapped will be contacting employers in the private sector to develop jobs for disabled Brookdale students. If you are enrolled in Brookdale this Fall, have completed thirty Brookdale credits, and are interested in finding part time employment please contact Beth Donnelly or Rose Lynch for an application immediately. The deadline for application for the Newcombe Internship Program is September 30th.

DO YOU NEED EMPLOYMENT EXPERIENCE? Do you wish you had persons who you could list as references? Do you need more work experience for your resume? Are you not sure of what you really like to do best? Perhaps the Voluntary Action Center can help. The VAC is a non-profit placement center for persons who wish to volunteer their services, talents, and knowledge to other non-profit organizations throughout Monmouth County. The VAC Will match your needs and skills to the best volunteer job for you. The VAC is expecially interested in working with disabled persons wanting volunteer experiences. Call 741-3330 for an appointment. The VAC office is located at 166 Maple Avenue in the YMCA Building in Red Bank, and is open from 9:00 AM to 5:00 PM Monday through Friday.

BUS TRIP TO ATLANTIC CITY: A bus trip to Caesars Boardwalk Regency Casino will be held on Tuesday, September 20, 1983. The cost of the trip is $10.00 per person and in return you will receive $10.00 in quarters. Wine and cheese will be served on the bus. The fee for the trip will be donated to the Brookdale Foundation Trust to support the Career Services for the Handicapped Program and is tax deductible. The bus will leave from Brookdale Community College's Parking Lot 5 promptly at 4:30 and will arrive at the casino at 6:20 PM. On the return trip the bus will leave the casino at 10:30 PM and will arrive at the college at midnight. To make reservations send your name and payment to Kathleen Fitzpatrick, Research and Development Office, Brookdale Community College, Lincroft, N. J. 07738. Registration will be accepted on a first come, first served basis so please make your reservations early!

SPECIAL EVENT! MUSIGN DANCE AND MIME TROUPE: The MUSIGN Theatre Company will be performing at Brookdale Community College in the Performing Arts Center on Tuesday, October 4th at 8:00 PM. The cost for this performance will be $3.00 for the Community and $2.00 for students. Tickets can be purchased at the Student Activities Office and will be sold at the Box Office at 6:30 PM on the evening of the performance. The MUSIGN Theatre Company is a dance and mime group established by professional deaf performers. MUSIGN presents popular musical entertainment for both deaf and hearing audiences through unique combination of mime and dance choreographed with American Sign Language. MUSIGN has toured extensively throughout the United States and more recently completed a very successful tour in Japan. We are proud to host them here at the college and urge you to take advantage of this special opportunity.

If you have any questions please call 842-1900 ext. 436.

BROOKDALE COMMUNITY COLLEGE
Career Services for the Handicapped
Newman Springs Road
Lincroft, New Jersey 07738

Non-Profit Organization
New Jersey
PRE-SORT

PATHWAYS HAPPEN AT BROOKDALE

DON'T BE HANDICAPPED; BE HANDICAPABLE! OCTOBER 1983

Calendar of Events

Wednesday, October 5 3:00-5:00pm
Easter Seal Stroke Group
Monmouth Medical Center
Topic: Orientation for Peer Counseling Program - 2nd session

Friday, October 7 10:00-12:00pm
*Friday Workshop Program
Topic: Skill Identification

Friday, October 7 1:30-3:30pm
*Support Group
Topic: Some see me handicapped, some see me handicapable

Wednesday, October 12 3:00-5:00pm
Easter Seal Stroke Group
Monmouth Medical Center
Topic: Game Day

Thursday, October 13 7:30-10:00pm
Epilepsy Foundation Meeting
Jersey Shore Medical Center-Booker Pav.

Friday, October 14 11:30-2:30pm
*Support Group
Topic: Let's get together, bring a covered dish and food for thought luncheon

Tuesday, October 18 11:30-1:30pm
*One Step Ahead Club Meeting
Topic: Coming Events

Wednesday, October 19 3:00-5:00pm
Easter Seal Stroke Group
Brookdale Community College-COM 001
Topic: Independent Living with a Disability

Friday, October 21 10:00-12:00pm
*Friday Workshop Program
Topic: Let's understand ourselves and others better with fun & games-1st session

Friday, October 21 1:30-3:30pm
*Support Group
Topic: Yes, you can get there from here. Participant/spectator

Wednesday, October 26 3:00-5:00pm
Easter Seal Stroke Group
Brookdale Community College-COM 001
Topic: Painted Pumpkin Halloween Party

Friday, October 28 10:00-12:00pm
*Friday Workshop Program
Topic: Let's understand ourselves and others better with fun & games - 2nd session

Friday, October 28 1:30-3:30pm
*Support Group
Special Event! Halloween Party

Friday, November 4 10:00-12:00pm
*Friday Workshop Program
Topic: Let's understand ourselves and others better with fun & games - 3rd session

Friday, November 4 1:30-3:30pm
*Support Group
Topic: Independent Living with a Disability

Thursday, November 10 7:30pm
Epilepsy Foundation Meeting
Jersey Shore Medical Center-Booker Pav.

Friday, November 18 All Day
*Friday Workshop Program
Special Event! Tentative trip for workshop participants

*All events unless otherwise indicated meet in the Career Services for the Handicapped area.

WE ARE GROWING! We are proud to announce that the Career Services for the Handicapped Program has received funding from the N. J. Department of Education to conduct four different projects this year. The project will be involved in many career planning activities specially designed for the handicapped including researching and administering vocational testing, identification and use of role models, producing a career development course to be aired on cable TV for the homebound, conducting career workshops, and visits to employers and job sites. All of these services are free to the public. If you are interested in participating in any of these programs and would like more information please call 842-1900 ext. 436 or 532.

PROGRESS UPDATE: ONE STEP CLOSER - Fall 1983 Semester is now well underway and our handicapped students, as well as our non handicapped students, are enthusiastic about getting one step closer to whatever long range goal they each may have set. There are better than 300 handicapped students now attending Brookdale and better than 225 are receiving some kind of adapted services or special counseling. In addition, handicapped and non handicapped individuals, are participating in the Career Services for the Handicapped Friday workshops. If you are an individual or know of someone who needs adapted services in order to succeed at Brookdale please refer them to the Career Services for the Handicapped area as quickly as possible.

THANK YOU! THANK YOU! Many thanks to everyone who went on the bus trip to Caesar's Casino in Atlantic City. Even though there were no "big" winners, everyone had a good evening. All the proceeds went to the Brookdale Foundation Trust to support the Career Services for the Handicapped Program. If you missed this trip, look for an announcement in the Spring for another trip to Atlantic City. Save your quarters!

The staff of the Career Services for the Handicapped Center would also like to thank those people on campus who are so willing to assist in the needs of special populations.

IN MEMORY - Beverly J. Dean, former employee of Brookdale Community College's Career Services for the Handicapped, died Sunday, September 21 at Riverview Hospital in Red Bank. Beverly, who was a Brookdale graduate was instrumental in creating the Career Center for the Handicapped at Brookdale. Beverly also was a member of the Monmouth County Committee of the Easter Seal Society of New Jersey. Beverly was loved by all who knew her and her loss will greatly be felt by her friends and co-workers.

Numerous questions have been received about contributions to Beverly's memory. The staff is recommending those interested can contribute to the Brookdale Foundation Trust with an indication that the donation be reserved for handicapped students.

LOOK FOR THE NEXT ISSUE - What is a learning disability and how can we dispel some age old myths.

BROOKDALE COMMUNITY COLLEGE
Career Services for the Handicapped
Newman Springs Road
Lincroft, New Jersey 07738

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PATHWAYS
HAPPEN AT BROOKDALE

DON'T BE HANDICAPPED; BE HANDICAPABLE — FEBRUARY 1984

For 1984, the Friday Workshops will be continuing. The schedule of activities for February and March will be determined at the January 27th workshop (too late to be inserted in this publication). If you are not a regular participant of the workshops and would like an overview of activities for February and March please call 842-1900 ext. 436, and a listing will be forwarded to you. Our continued goal is to involve our participants in the planning stage to ensure maximum participation, growth and enjoyment in the time we spend together. Keep in mind new participants are welcome at any time. Each week's activity is planned to be independent in content to encourage new membership as well as continued involvement for those who must miss a session. Workshops are free!

Morning and afternoon workshop dates are as follows:

February 3, 10, 17 and March 2, 9, 16

Additional dates and times for special events will be scheduled as the need or occasion arises and participants will be informed at the workshops of these activities.

Friday, February 17 & March 16 — Time: 1:30 - 3:30 PM
Friday Workshop Program
Topic: On-site visits to various career areas on Brookdale campus where disabled individuals are employed. If you are interested in observing peer group role models, please contact the office for more information.

Friday, March 16 — Time: 10:00 - 1:00 PM
Friday Workshop Program
Topic: Deaf Awareness Workshop — Speaker: Rayna Fingerhut, N. J. Dept. of Labor, Division of the Deaf, Trenton
Career Svs. for Handicapped Area

Monday, February 6 — Time: 5:00 - 7:00 PM
Special Event! Reception and Buffet Dinner for disabled night students, full time and part time faculty and guests. Sponsored by the One Step Ahead Club and Career Services for the Handicapped, and held in the Career Services for the Handicapped area.

Stroke Group Meeting
The Easter Seal Stroke Group Program will continue each Wednesday at 3:00 PM at Monmouth Medical Center or Brookdale Community College. Call office for further information for place and activities in the Career Services for the Handicapped area.

Thursday, February 9
Epilepsy Meeting
Topic: Epilepsy and Dating

Time: 7:30 PM
Jersey Shore Medical Center
Ford Auditorium or Booker Pavilion

Thursday, March 8
Epilepsy Meeting
Topic: Will be announced.

Time: 7:30 PM
Jersey Shore Medical Center
Ford Auditorium or Booker Pavilion

Scholarship Announcement

The Women's Committee of the New York Association for the Blind is offering three 1984 Annual Charles E. Dillman Career Incentive awards in the amount of $2500.00. In order to be eligible you must be either an undergraduate, graduate or be taking special courses to enable you to change careers. Deadline Date - February 1, 1984.

Career Role Model Grant

We would like to thank everyone who responded to our request to obtain information about disabled individuals who might be willing to participate in our Career Role Model Grant. This grant that was funded by the New Jersey Department of Education, will enable us to document the career-related experiences of disabled people by means of producing video-tapes, a book, a directory and posters that will be available to guidance counselors and educators. If anyone still hasn't returned the forms or yellow cards, please do so as soon as possible.

New Agency for Job Training and Job Placement

Many of you may be familiar with the term CETA (Comprehensive Employment and Training Agency) or you may have heard of PIC (Private Industry Council). Well, these agencies have been dissolved and have now been replaced by the RCA Training and Placement Program. This program is funded by federal legislative called the Job Training Partnership Account. If this sounds complicated that's because it is, but it is also to your advantage to keep pace with these changes. Many of you may have had summer CETA jobs or have received career testing and training through PIC. These employment services will continue to be provided to people in Monmouth County free of charge. If you want more information of how you may benefit from this program, contact RCA Training and Placement Program, 25 Highway No. 36, East Keansburg, New Jersey 07734 or call 495-3100.

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PATHWAYS HAPPEN AT BROOKDALE

DON'T BE HANDICAPPED; BE HANDICAPABLE! APRIL 1984

GOOD NEWS!
The New Jersey Career Counselor Association is proud to nominate the Career Services for the Handicapped Program at Brookdale Community College for the exemplary program award for equalization of opportunity in employment.

CALENDAR OF EVENTS
Tuesday, March 27-May 15, 7:00-9:30 p.m. An 8 Sessions Course "Introduction to Sign Language by Karen Curchin, sign language instructor. Fee $46.00 + text.

Monday, May 21, 8:00-10:00 p.m. A 1 Session Course "Adaptive Living for the Handicapped, by Ginger Peters, Independent Living Specialist. Fee $3.00. For information on above courses call Community Services, ext. 308.

Friday Workshop Programs

March 30	A.M. Topic:	Establishing Positive Relationships in the Work Environment
	P.M. Topic:	Barriers to Sociosexual Integration The Insider's Perspective
April 6	A.M. Topic:	Stress Management and Dealing with Anger - Part I
	P.M. Topic:	Does Rehabilitation Really Work?
April 13	A.M. Topic:	Stress Management and Dealing with Anger - Part II
	P.M. Topic:	Developing the Positive Aspects of Our Personality
April 20	A visit to job site area in the community.	
April 27	All day Activity 10:00 AM to 2:30 PM "Independent Living-Adapting-Learning-Working & Living"	
May 4	A.M. Topic:	Overcoming Fears/Success in Employment
	P.M. Topic:	Academic Success, A Road to Employment
May 11	A.M. Topic:	Award Winning Film "A Different Approach"
	P.M. Topic:	The Affirmative Action Approach, presented by Liz Lamurey, Director of Affirmative Action-Brookdale Community College
May 18	A visit to job site area in the community.	
May 25	A.M. Topic:	Time Management/Money Management
	P.M. Topic:	Time Management/Money Management From a Personal Point of View

Note: All participants for the Friday Workshop Programs meet in the Career Services for the Handicapped area. Registration for workshops can take place at at time. There is no official starting date. Call for information on 842-1900 ext. 436.

PARENTS SUPPORT GROUP

On March 22, 1984, at 7:30 pm in the Career Services for the Handicapped Center, there will be an initial meeting of a support group where parents of disabled individuals might discuss their concerns. We hope you can join us at this informal meeting where we can share ideas and discover ways this group might serve as a resource to professionals as well as to parents of disabled adults. If you can't join us then, please call Elaine Foley, 842-1900, ext. 729, for information concerning future meetings.

EPILEPSY MEETING

There will be a representative from the Epilepsy Foundation of New Jersey at the Career Services for the Handicapped office every Tuesday from 9:00 to 1:00 PM. If you have any questions, want information or would just like to talk, please stop by.

STROKE GROUP MEETING

The Easter Seal Stroke Group Program will continue each Wednesday at 3:00 PM at Monmouth Medical Center or Brookdale Community College. Call office for further information for place and activities in the Career Services for the Handicapped area.

SPECIAL NEWS!

TDF's Theater Access Project is offering handicapped citizens theater tickets from one third to one half off the regular price: One performance per month is sign interpreted for deaf individuals; the visually impaired get tickets in the first ten rows; the hearing impaired receive seats with the best acoustics; and the physically handicapped get special wheelchair locations or aisle seats. For more information on TDF's tickets for the handicapped, call (212) 221-1103, or the TTY number for the deaf (212) 719-4537.

WHEELCHAIR SPORTS MEET

Welkind Hospital, Chester, N. J. is sponsoring a Wheelchair Sports Meet on March 31, 1984 at West Morris Central High School, Bartley Road, Chester, New Jersey. Anyone interested, please call (201) 584-8145. Registration fee is $5.00.

RAP SESSION

Come one, Come all and rap with us in the Career Services for the Handicapped area. Join us for a cup of coffee, some talk and renew old friendships from 12:00-1:00 noon on April 24, May 22 and June 19th.

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PATHWAYS HAPPEN AT BROOKDALE

DON'T BE HANDICAPPED: BE HANDICAPABLE! JUNE 1984

Calendar of Events

Friday, June 1 10:00 a.m.
Friday Workshop Program
Topic: Film Presentation

Friday, June 1 1:00 p.m.
Topic: The Affirmative Action Approach, by Liz Lamurey, Director of Affirmative Action, Brookdale Community College

Wednesday, June 6 10:30 - 4:30 p.m.
Friday Workshop Program
Event: Annual Picnic
Workshop participants, One Step Ahead Members and friends are invited to attend our Second Annual Picnic to be held at Thompson Park, Newman Springs Road, Lincroft, N.J. Hot dogs, hamburgers and beverages will be supplied. Please bring a salad, cover dish, dessert, potato chips or snack food for the Let's All Share Picnic Table. Thompson Park is the next entrance on Newman Springs Road after Brookdale College. Everyone should come directly to the park and plan to be picked up at the park after the picnic. Please let us know if you are comming and what you will bring to the picnic.

Monmouth Medical Center Bayshore Stroke Group
June Schedule of Meetings

Wednesday, June 6 1:00 - 4:30 p.m.
Event: Picnic at Thompson Park
Hamburgers, hot dogs, beverages provided. Bring something to share.

Wednesday, June 13 3:00 - 5:00 p.m.
Topic: Todays Changing Roles, Speaker: Dr. Marylou Wagner
Brookdale Community College, lower level of Commons

Wednesday, June 20 3:00 - 5:00 p.m.
Topic: Program Development and Orientation
Monmouth Medical Center, Alexander Pavillion

Wednesday, June 27 1:00 p.m.
Event: Visit to Brookdale Musuem - followed by an outdoor lunch.
Bring your own food. Punch and dessert will be provided.

Congratulations Beth
Beth and her husband, became adoptive parents of a gorgeous three month old Korean boy whom they have named "Ryan." Lots of luck, Beth, on this new very important endeavor!

TTY

Career Services for the Handicapped Center recently acquired a TTY. A telephone device for the deaf and the hearing impaired. The TTY number is 842-4211 and is in service from 9:00 a.m. to 4:30 p.m. Monday through Friday.

Job Openings

Summer jobs for students are available at New York Service for the Handicapped, Camp Oakhurst. The jobs currently available are :

Program Director	2 or 4 weeks	$200 - $275 week
Unit Supervisor	2, 4 or 8 weeks	175 - 250 week
Drama Specialist	6 weeks	110 - 160 week
Swim Specialist (WSI)	6, 8, or 10 weeks	150 - 220 week
General Counselors	2, 4, 6, 8 or 10 weeks	70 - 120 week

Salaries include room, board, linen, blankets, towels and transportation.
For further information, call (212) 533-4020, or write Camp Oakhurst, 853 Broadway, New York, N. Y. 10003.

Handicapped Decals

Decals for handicapped parking may be obtained at the Brookdale Police Department.

Parents Support Group

Our second parents support group meeting will be Monday, June 4, 1984 at 7:30 p.m. We will meet in Career Services for the Handicapped Center - Human Affairs Building. (1st floor). This group is intended to be a resource group where parents of disabled individuals might discuss their concerns. All parents are urged to attend. We need your input and support.

This will be the last publication of our Newsletter until the Fall. Have a safe and enjoyable summer. We look forward to seeing you all in the Fall. If any special events are planned we will notify you.

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APPENDIX IV

Subject Index/Resource Library

CAREER SERVICES FOR THE HANDICAPPED

Resources for the Handicapped
Subject Index For Files listed
Alphabetically by Topic

ACCESSIBILITY
ACHIEVEMENT: VOICE OF THE DISABLED
ADVOCACY
AFFIRMATION ACTION
AGENCIES SERVING THE DISABLED
AMPUTATIONS
ANGINA
APHASIA
ARCHITECTURAL BARRIERS ACT
ARTHRITIS
ASTHMA
ATHETIOD CEREBRAL PALSY
BAYSHORE YOUTH SERVICES BUREAU
BIBLIOGRAPHY: GENERAL
BLIND
BLIND: AGENCIES FOR
BLIND: HIRING
BLIND: HOMEMAKING SKILLS
BLIND: PUBLICATIONS FOR
BLIND: REHABILITATION
BLIND: SENSORY AIDS
BRAILLE
CANCER
CAMP OAKHURST
CAMPING: ACCESSIBLE FACILITIES
CAREER ASSESSMENT
CAREER COUNSELING
CAREER PLANNING
CENSUS INFORMATION ON THE HANDICAPPED
CEREBRAL PALSY
CHILD DEVELOPMENT
CHILDREN"S PSYCHIATRIC CENTER
CLASSROOM TECHNIQUES
CLEFT LIP AND PALATE
CLEARINGHOUSE ON THE HANDICAPPED
CLOTHING SELECTION
COLLEGE BOARD TESTING FOR THE DISABLED
COLLEGE PROGRAMS FOR THE DISABLED
CONSUMER SKILLS
COUNSELING
CYSTIC FIBROSIS
DEAF
DEAF: CHILDREN
DEAF: DIVISION OF THE DEAF
DEAF: EMPLOYMENT
DEAF: LOCAL CLUBS
DEAF: POST SECONDARY TRAINING
DEAF: SIGN LANGUAGE
DEAF: TELEPHONE DEVICES
DEAF:WORKERS COMPENSATION
DENTAL CARE
DISABLED VETERANS
DISABLED VERERANS: EMPLOYMENT
DIVISION OF VOCATIONAL REHABILITATION
DYSLEXIA
EASTER SEAL SOCIETY
EDUCATIONAL FOR ALL HANDICAPPED CHILDREN ACT
EDUCATION: CHILDREN
EDUCATION: FINANCIAL AID
EDUCATION: SCHOLARSHIPS
EMPLOYMENT
EMPLOYERS
EMPLOYMENT RESOURCES
EPILEPSY
EPILEPSY: CHILDREN AND PARENTS
EPILEPSY: EMPLOYEMNT
EQUIPMENT
EXCEPTIONAL CHILDREN
FACTS ABOUT HANDICAPS
FEDERAL INFORMATION CENTERS
FIRE SAFETY
GAMES FOR THE DISABLED
GROUP HOMES
HANDICAPPED CHILDREN
HEALTH SERVICES
HEATH RESOURCE CENTER
HEART CONDITIONS HEMIPLEGIA
HOMEMAKING
HOME STUDY EDUCATION PROGRAMS
HUMAN RIGHTS
ILESTOMY
INDEPENDENT LIVING
JOB OPPORTUNITIES
LARYNGECTOMY
LEARNING DISABILITIES
LEGAL RIGHTS
LIBRARY SERVICES FOR THE DISABLED
LIFE/WORK PLANNING NEWSLETTER
LUNGS
MAINSTREAM NEWSLETTER
MAINSTREAMING
MATERIALS DEVELOPMENT
MENTAL HEALTH SERVICES
MENTALLY RETARDED
MENTALLY RETARDED: EMPLOYMENT
MENTALLY RESTORED
MILITARY SERVICES
MONMOUTH BOARD OF SOCIAL SERVICES
MONMOUTH COUNTY OFFICE OF THE HANDICAPPED
MUSCULAR DYSTROPHY

MULTIPLE SCLEROSIS
MULTIPLE SCLEROSIS: EMPLOYMENT
MULTIPLE SCLEROSIS: FAMILY LIFE
N.J. ASSOCIALTION OF THE DEAF
NEWSPAPER ARTICLE ON THE DISABLED
NON VERBAL COMMUNICATION
PARKING APPLICATIONS: HANDICAPPED
PARENT COUNSELING
PARENTING THE DISABLED CHILD
P.O.W.E.R.
POLITICS
PRIVATE INDUSTRY COUNCIL
PRIVATE SCHOOLS FOR THE HANDICAPPED
PUBLICATIONS
ONE-HANDERS
RECREATION
RECREATION: ACCESIBILITY
RECREATION SERVICES
RED CROSS
REHABILITATION ACT OF 1973
REHABILITATION COUNSELING
REHABILITATION ENGINEERING
REHABILITATION HOSPITALS
SCRIPT INFORMATION CENTERS
SELF ACTUALIZATION
SEX EDUCATION
SPECIAL EDUCATION LEGISLATION
SPEECH IMPAIRMENTS
SPPECH THREAPY
SPINA BIFIDA
SPINAL CORD INJURIES
SPORTS:COMPETITIVE
SOCIAL DEVELOPMENT
SOCIAL SECURITY
STOMATES
TECHNOLOGY
TRANSPORTATION SERVICES
TRAVEL
TRAVEL SKILLS
TUBERCULOSIS
UNEMPLOYMENT
UNITED CEREBAL PALSY
U.S. GOVERNMENT PUBLICATIONS
VOCATIONAL EDUCATION ADMENDMENT OF 1976
VOCATIONAL SCHOOLS
VOCATIONAL TESTING FOR THE DISABLED
VOLUNTEER WORK
WOMEN AND CAREERS
WORKING FOR THE U.S.A.

APPENDIX V

Career Fair Report/Career Fair Program

CAREER FAIR OF WORKERS WITH DISABILITIES

MAY 10, 1984

FINAL REPORT

The Career Fair of Workers with Disabilities was held on May 10, 1984, at 7 p.m. The Fair was preceded by a dinner sponsored by the Brockdale Foundation Trust-Career Services for the Handicapped account, at 5 p.m. in the College Commons for the panel speakers, invited guests and Brookdale Community College staff. Dr. F. A. Barringer, President, welcomed the speakers and thanked them for their support. Henry Holden, comedian/actor, spoke about the importance of postive role models and was well received. The Fair featured 58 speakers, all of whom are employed and disabled, divided amongst twelve workshops. Approximately 150 people attended the Fair along with 25 invited guests, such as Gordon Litwin, Chairman of Brookdale's Board of Trustees, several administrators and faculty members. The largest percentage of attendees were high school students and their family members or guests, three/fourths of whom were disabled.

The following nine career related workshops, each of which ran three times, are listed in order of popularity: Computer Science, Social Science, Technologies, Education, Business, Art, Office Occupations, Government, Skilled Trades. Three special interest workshops were: Training Opportunities, Employment Opportunities, Resource Agencies. Each workshop ran for 45 minutes; each panel session was 30 minutes and the remainder of the time was devoted to questions and answers. Interpreters were available for two sessions of each workshop. All panel members are currently employed in many diversified fields. The following are some occupations of the panel members: attorney,

sales representative, computer scientist, librarian, college professor, auditor, printer, clinical psychologist, chemist, job developer, personnel manager, social worker. The most popular special interest workshop was Training Opportunities, whose total attendance for the evening was approximately 100 people, cosisted of representatives from JTPA, Career Services for the Handicapped and the Division of Vocational Rehabilitation.

Career Services for the Handicapped office mailed approximately 5,000 brochures to organizatons, rehabilitation hopsitals, social service agencies, high schools and colleges. Almost half of those attending came in response to this mailing. The remainder of those attending heard of the event by either radio, newspaper articles, counselors, family, friends and BCC Happenings. Press releases were placed in agency newsletters such as Division of the Deaf, Monmouth County Association for Children with Learning Disabilities and the Office of Speical Education. Counselors from Middlesex County College and Trenton State College mailed information letters to their disabled students and encouraged their attendance at the Fair. Follow-up calls were made the week before the Fair to agencies and schools such as the Commission for the Blind, United Cerebral Palsy, Epilepsy Foundation, Divison of Vocational Rehabilitation, Katzenbach School for the Deaf, Monmouth Association for Retarded Citizens, Trenton State, Monmouth County Board of Social Services, Offices of the Handicapped (statewide).

Half of the attendees rated the Career Fair as very good, with the remainder split between good and fair. One hundred percent of the evaluations said they would recommend the program to others. The overall favorable reaction was that the disabled themselves could hear and learn about job opportunities first hand from disabled workers. A consistent negative comment was the amount of noise in the college gym. As this was a complaint at the previous

Career Fair, partitions were rented to help lessen the noise. Unfortunately, sound proof partitions or screens are virtually non-existent and the only alternative near to sound-proff partitions would have cost $2,000 to rent for the evening.

In planning this event, the newly organized Directory of Workers with Disabilities, with names and occupations of over 200 disabled workers, proved to be a tremendous asset in obtaining speakers for the Fair. The Directory is an excellent resource manual to find disabled employed people in specific occupations because of the Employment and Disability Index.

There was considerable less money available for transportation than the previous Fair and this was the biggest drawback to participants attending. Transportation is the largest obstacle a handicapped individual encounters and this year only 3 people could be transported versus 50 people the last time. Top priority was given to the speakers, 10 of whom transportation was arranged for. In the future, a sufficient amount of money should be allocated for the sole purpose of transportation to enable more participants to attend.

With Employment Opportunities being the most popular special interest workshop, indications point to the increasing need for vocational training and job placement opportunities for the disabled. The more resources available the more qualified job-ready people there will be. Computer Science ranks first among career workshops which is an indication of the growing interest in that field.

The second Fair was patterned after the first Career Fair for the Handicapped and the feeling is instead of implementing another Fair just to attract disabled umemployed individuals, something could be incorporated into the

program to emphasize to employers the capabilities of the disabled, possibly in the form of exposure to positive career role models.

Career Fair of Workers with Disabilities

May 10, 1984

Evaluation and Report

I. Overall Attendance:

150 Participants

58 Speakers

25 Invited Guests

233

II. Participant Demographics:

25% High School Students

4% High School Staff

9% College Students

21% College Staff

8% Business Representatives

8% Agency/Hospital Staff

25% Family/Guests

62.5% Disabled

37.5% Not Disabled

III. Workshops: The following are listed in order of popularity based on the number of people that attended each workshop.

1. Training Opportunities
2. Employment Opportunities
3. Resource Agencies
4. Computer Science
5. Social Science
6. Technologies
7. Education
8. Business
9. Art
10. Office Occupations
11. Government
12. Skilled Trades

IV. Publicity Response:

4% Radio

13% Newspaper

8% Counselor

12% Family/Friends

46% Career Services for the Handicapped mailings, i.e. Pathways, Fair Brochure, etc.

17% BCC Happenings

V. Overall Rating:

49% Very Good

30% Good

21% Fair

0% Poor

VI. What did you like best about the program?

Learned job opportunities for the disabled.

Handicapped companionship.

Meeting a lot of people.

Hearing the personal vocational stories from the disabled persons.

Found out about jobs.

Guests speakers were friendly and helpful.

Whole set-up, concept, purpose, people.

Learned about jobs.

Different workshops, different speakers.

Everything.

The speakers were very helpful.

Interesting and informative.

Training opportunities, employment opportunities.

VII. How could the program be improved?

30% of the evaluations noted that there was too much noise. The speakers were hard to hear.

Better system of determining number of prospective attendees.

Speakers and sessions could be little longer.

More specific workshops--more specific answers.

More publicity.

More categories in the same field.

More information per session.

VIII. 100% of evaluation responses said they would recommend the program to others.

APPENDIX VI

Participant Evaluations

PARTICIPANT EVALUATIONS OF PROGRAM WORKSHOPS
CAREER SERVICES FOR THE HANDICAPPED

Shared comments - given during 5th Session of Assertive Training by participants. Comments shared during wrap-up exercise:

I realized a productive life can be established if one is willing to work at it.

Socialization skills have been met/I have met new people - have new friends!

I have a stronger conviction that I too am important.

Given a chance to deal with life - helped by being with others.

I can speak up/I can decide what's important for me/what I can and cannot do.

Has reinforced what I already feel and know.

I have been given a chance to deal with insecurities and be honest.

I can work to gain confidence/feeling better about oneself if possible.

Reinforcement of my beliefs.

That other people have needs also/I am not alone.

Understand other people's problems/realizing we are all so much alike.

To communicate better and listen better.

I learned again of the goodness of people.

I learned to speak up for my rights - be more active/be more friendly.

By communicating more honestly learning about each other.

Learned of my rights.

Learned to exercise my rights to speak up for my rights.

Hopefully I have found a stepping stone for a career or an education.

A chance to discuss problems of different people so you feel you are not alone.

Good communication and good relationships.

Gives you a positive feeling.

Learn to implement a program for other people.

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C.T. - In the next two months any time in a situation when I am pushed by someone, I will respond, please do not push me. In the past I never said anything.

Rita - I will express feelings at being yelled at. I will say, talk to me in a nice way.

Willie - If another person tells me no in an angry way, I will ask them to tell me in a nice way. If no is unreasonable I will request why.

Edward - I will make an appointment to meet with Beth. I will see what options are available during the summer and follow-up on that.

Kathy - When I am angry I will express that anger to that person within 24 hours.

Peggy - I will at least once a week share my feelings with my family, whether good or bad.

Andrea - I am working with a speech therapist. At least once a week I will talk to someone standing at least ten feet away from them in order to be heard.

Susan - I will tell how I feel toward people in ten words or less. I have a tendency to talk around what I want to say.

Lori - Act assertive even if feel embarrassed. To have the other person take me more seriously and request that they take me seriously.

Art - Stop calling Susan - lynn
Make time available for anyone in the group who needs help in their project.

Lucy - I want to learn how to accept someone else as they are and not try to give them advice. I will spend an hour every day on working to be more able to accept people as they are and not give them advice all the time.

Beth - At least once a week I will try to be assertive without explaining or apologizing.

John - Make an appointment to see Beth. In the next two months I want to be able to work in a volunteer position.

Sandy - I am going to set up an appointment to see Beth and follow thru in what I need to get a job.

Kathleen - Running for Senate. I will talk to 50 students that I do not know about voting for the college senate and what their concerns are to help Brookdale be a better college.

Rosalie - I will limit myself at least once a day to 10 words or less to get my point across.

Regina - I will contact the necessary people to get involved in tutoring by the middle of May.

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Karen - At least 2 out of 3 times when somebody is angry with me, I am going to make a decision then, whether I feel they are right or not. If not I will deal with the situation.

Alice - Become more assertive when projecting her voice.

Barry - (Try to get a job). I will set up appointment with Beth and follow thru.

Ethel - If possible, I will come back to the group.

Ruth - At least once a week, I will spend an hour to advance career and complete degree.

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APPENDIX VII

Workshop Report

Agenda for Academic Success Workshop:

Narrator: Regina Brensinger
Panel Members: Regina Brensinger,
John R, MacInnes
Kathy Dinen
Rebecca Levin

Biographical Sketches:

Covering our disabilities, childhood, the support of our families, and friends, any obstacles that we might have had in grammar school, high school, and college. How did we overcome them, what successes there were during that time. What made us decide to go on for our Master's degrees.
What does academic success mean to us.

Audience Participation:

We will have the audience introduce themselves and ask each one about their academic goals.

Suggestions about how to go through the school system successfully:

There will also be a few practical suggestions to be solicited from the audience and then give additional examples in the small group discussion of what it takes to go through school, i.e.

Belief in one's self
Faith
Support systems- counseling services
Get to know what you want

After the discussion has been given, then I will talk about how important it is to accept one's self and not to belittle one's self.

Evaluation of Workshop:

Ask participants whether they had gotten any information from the workshop that might help them to acheive their own academic goals and successes in the future.

Conclusion:

Summary to the day's discussion.

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I was born with a double disability. A-mya-tonia Congenital is the medical term for a weak muscle condition which brought on Scoliosis, a bad curvature of the spine. My back is in the form of a "C." Both problems are stable in that they are not going to any worse.

There is no known cure. However, I have to keep busy at all times so that my muscles will not weaken. These were the doctor's orders.

When I was a baby, one physician informed my parents that I would never be able to talk, walk, sit up, or roll over. His prognosis was that I would be a vegetable. I proved him wrong.

I can remember having a small hunger for knowledge ever since I was in a regular grammar school, where I was the only physically handicapped person. I was in the fifth grade at Watchung school, and as usual I was able to keep up with all of my work. It happened one day while I was in class eating lunch with a group of other students. Everything appeared to be going fairly well until I accidently spilled some milk on my desk and on the floor. This did not occur often, but because of my physical disability and the fact that I walked slowly with my crutches. my parents had to attend a meeting at school. Present at this meeting were Dr. Thurman Baher, Superintendent of the North, Plainfield Schools; members of the Board of Education, Dr. Beisch, the State Psychiatrist; my teacher, and the other teachers. The meeting went on while Dr. Beisch gave me a psychological test in one of the offices. The teachers and the members of the board of education thought that I should be in the special class for the mentally retarded students. However, when Dr. Beisch and I came out of the office, he said to everyone at the meeting, " I know one thing for sure. " Regina Brensinger," does not belong in that special class across the hall. "She shall remain in the regular fifth grade."

My parents and I were pleased and relieved when Dr. Beisch made that announcement even though we already knew that I didn't belong in that class; but it was great to hear it confirmed.

The teachers and the members of the board of education who were at the Watchung school were just in their own little world. Their scope of teaching was misguided, as they were unaware of how to deal with the physically handicapped individual who wanted to learn.

My desire to learn continued to grow during my high school and college years.

I have attended regular schools throughout my life except for grades 7th through 10th at A. Harry Moore High School, a special school for the disabled in Jersey City, New Jersey.

We lived in North, Plainfield at the time. I had to get up about 5:00 AM in order to be ready to leave at 6:30 AM to go to school. The early hour accounts for the fact that I was the first to be picked up along with four or five others. Travel time was two hours.

After I returned home at 5:30 PM. I worked long and hard to get my school work done. Very often, late at right, my parents would say, " Regina," we have to get up early in the morning. I wouldn't retire until the work was done. I could not afford to get behind. When I felt that everything was under control, I would be able to put myself to bed.

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When my parents retired, Summer, 1973, we moved to the Jersey Shore. I attended Brookdale Community College that Fall. I only needed twenty seven credits to obtain my high school equivalency. In May, 1975 I earned my associate of arts degree in social science.

In order for me to get to and from the campus, my parents got part-time jobs at the school. Our schedules worked out quite well.

A lot of hard studying and work went into each course. I wanted to get a bachelor's degree. My parents took me to Ramapo and Stockton Colleges to see whether they were accessible for wheelchairs. They were not. Hofstra University was not only accessible, but also had very high standards as an accredited school. So I started there in September, 1975.

Everything had been going well for the first year and a half. I was half way through my second semester as a junior and I had sixteen credits to complete. It was getting closer to the time of taking finals, and I was feeling sick. However, I attended all of my classes and I kept up with the work.

Easter vacation was over, and I was back on campus from being at home. I was determined to make it through each course, but I still was not feeli g well. I finally had to tell my teachers that I had to leave school for awhile so that I could go home and be checked into the hospital. I needed to find out why I was feeling this way.

My professors told me not to worry about my school work, as I was doing very well at keeping up with everything, and to take care of my health. They also said that they would send me materials so that I could study for the finals and the tests when I was ready to take them.

My parents took me home for a couple of days rest before I entered the hospital for a week's stay from May 26th, until June 2 nd.

The medical tests that I was given proved to be negative. My mother and dad and I were relieved to hear the news from the doctors, but I still had the same problem. They then asked me what I was doing lately, to give them a clue as to why I was feeling sick.

I explained that I was going to college for my Bachelor's degree in psychology. They said fine, but how many credits was I taking? When I said sixteen credits, they told me either to take a lighter load of courses or quit school.

The doctors just confirmed that I was all right, and discharged me. I went home, and took the summer off until my senior year began in September 1976.

I completed all of my finals and sent them back. When my teachers mailed the results to me, I was very happy with my grades. So were my parents.

When I returned to school my senior year, I took the same amount of credits, but I learned to pace myself.

I graduated in May, 1977.

Achieving a bachelor's degree was a feat in itself, yet I felt compelled to go on for my Masters degree. So I attended graduate school at Assumption College in Worcester, Massachusetts, September, 1978, and graduated May, 1981 with an MA degree in Rehabilitation Counseling.

I also pulled a lot of all-nighters throughout my college years in order to pass.

Since I write slowly, I got my lecture notes by supplying carbon paper to students in each of my classes. They in turn made a copy of their notes. This method worked out well for me.

It was difficult, and challenging, but extremely worthwhile. I was determined to make it.

If it weren't for the One above to give my parents the inner strength, support, and energy to help see me through my education, and me the strength to do the work, I would never have gotten as far as I did.

You have to believe in yourself and know that you can do anything if you set your mind to it. You are the master of your own life. The HOLY SPIRIT from Above lives in us as we live in Him. Love and support from your family and friends are very important in order to help to make it easier to achieve your goals, but you have to do the work. No one can do it for you!

Academic success is setting a goal in an individual's life through an education, and the proper procedures of communicating one's ideas to the world.

Accept yourself as the mind of God who is the vessel of all your real thoughts.

Whenever the thought of belittling oneself enters one's mind eradicate the thought with the mind of God who is pure consciousness.

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Introduction of panel members.

Discuss practical suggestions.

- Belief in one's self
- Faith
- Support of family
- Support at school
- Conseling Services
- Determination
- Get to know how to use library resources
- Pace yourself
- Attend class regularly
- Individualized note taking - use whatever is best for you!
- Find learning assistants
- Don't be afraid to ask for help!
- Follow lesson plan objectives
- Keep up to date with the work and tests
- Get to know what you want
- Remember it's hard enough to do the work, but it's doubly hard to make it up.
- Stay with it until you reach your goals, whatever they may be.

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It doesn't matter whether the individual is disabled or not in order to get ahead in life with his or her education. What is important is whether the person wants and is physically able to do the work and is also willing to put the time and effort into studying for each course. The same rule applies for everyone.

I knew what I wanted and what I had to go through to achieve it. It was worth it. I'm glad that I did.

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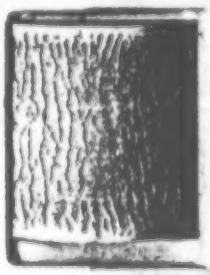
APPENDIX VIII

Career Fair for the Physically Handicapped;
Career Fair Invitation and Program

BREAKING through BARRIERS

CAREER FAIR
OF WORKERS WITH DISABILITIES



DEAF TEACHER
BLIND LAWYER
SOCIAL WORKER IN A WHEELCHAIR
PRINTER WITH EPILEPSY

"BREAKING THROUGH BARRIERS"

At the Career Fair of Workers with Disabilities meet with over 75 skilled and experienced professionals from a wide variety of fields. Through their ab[illegible] they have overcome limitations and have earned their places in the world of work. As a disabled person you have unique concerns and questions about employ[illegible] and these people have the answers and want to help.

CAREER FAIR
OF WORKERS WITH DISAB[illegible]ES
Thursday, May 10, 1984 [illegible] to [illegible] P.M.

BROOKDALE COMM[illegible] COLLEGE
LOWER LEVEL OF TH[illegible] GYMNASIUM
LINCROFT, NEW JERSEY 07738

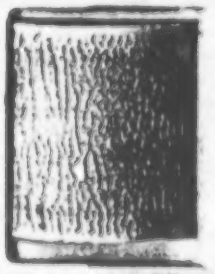
Remember, you'll have plenty of time to browse, ask questions, and attend three workshops of your choice. The Career Fair is Free and sponsored by the Career Services for the Handicapped Program. The college gymnasium is handicapped accessible and the event is open to the general public. For more information call 842-1900, ext. 436. Call 842-4211 (TTY) if you are hearing-impaired.

Breaking Through

BROOKDALE COMMUNITY COLLEGE

Career Services for the Handicapped
Newman Springs Road
Lincroft, New Jersey 07738

Non-Profit Organization
U. S. Postage
PAID
Permit No. 13
Lincroft, New Jersey



CAREER FAIR OF WORKERS WITH DISABILITIES

May 10, 1984
7:00 to 10:00 p.m.

SPONSORED BY:

Brookdale Community College
Career Services
For the Handicapped

BREAKING through BARRIERS

Welcome to the Career Fair of Workers with Disabilities. Tonight, the emphasis is on ABILITY, not disability, and I am pleased that you could join us as we recognize the contributions of handicapped individuals to the world of work.

This evening you will be able to investigate the three career areas that most interest you. You will meet panel members, representing a variety of professions, who are themselves disabled. Remember, these individuals are here to help you and answer any questions or concerns you may have. Speak up! The best way to learn about a career field is by talking directly to people working in it.

There are also three special workshops you may wish to attend: Employment Opportunities, Training Opportunities, and Resource Agencies. Also, don't miss the table where you can arrange to purchase the "Breaking Through Barriers" Collection.

As you can see, you'll be busy tonight! With all this to do, you should get some concrete answers and current information on careers and employment possibilities. Maybe this is the evening that will start you on your career path!

Beth Donnelly, Coordinator
Career Services for the Handicapped
Brookdale Community College

CAREER FAIR SCHEDULE

Each workshop will run three times. Workshop titles, participants in each, and other information is on the following pages in alphabetical order. The Special Topics Workshops are found at the end of the listings.

7:00-7:45 p.m.	**WORKSHOP SESSION NO.1**
8:00-8:45 p.m.	**WORKSHOP SESSION NO. 2**
9:00-9:45 p.m.	**WORKSHOP SESSION NO. 3**
9:45-10:00 p.m.	**BROWSING & INDIVIDUAL QUESTIONS**
10:00 p.m.	**CAREER FAIR VAN TRANSPORTATION LEAVES FOR RETURN TRIP** (Please be ready at the garage door at the rear of the Gym.)

CAREER WORKSHOPS

ART

CAROL CROWLEY, Freelance Artist
DIANE DOLLAK, Organist/Music Teacher
AGNES GUSTIN, Drawing
HENRY HOLDEN, Actor/Comic
NANCY JAEKLE, Journaist, The Daily Journal
STANLEY OBRITSKI, JR., Artist, Association of Mouth and Foot Artists

BUSINESS

ROSALIE B. COOPER, Attorney/Self Employed
RAYMOND FLOCKHART, Assistant Service Manager, Sears
ROBERT MCSHANE, Controller, Monmouth Center for Vocational Rehabilitation
JOHN SHERWOOD, Branch Manager, Homed Brick Plaza
BILL STERLING, Sales Representative, Monmouth Equipment & Service, Inc.

COMPUTER SCIENCE

ERNEST ANEMONE, CRT Operator, Bristol Meyers
JIM GUCKIAN, Assistant Staff Manager, ATT Communications
JIM KUTCH, Technical Staff, ATT Information Systems
PAULA WESTBROOK, Computer Trainee, Goodwill Indutries

EDUCATION

JUDY HILTON, Day Care Center Aide Brookdale Community College, Childhood Education Learning Lab
LARRY BARSHAY JACOBS, Area Director, Rutgers College
MARY ANN MILLER, Librarian, Middlesex County College
CAROLYN MUSCATO, Teacher, Summerfield School
VIRGINIA PETERS, Independent Living Specialist, United Cerebral Palsy Adult Program
ED SCHWARZHOPF, Associate Professor Brookdale Community College
BETSY TWOHY, Financial Aid Assistant Brookdale Community College
CLARENCE SHIVE, Coordinator, Student Life Program, Rutgers College

GOVERNMENT

RICHARD COOKE, Supply Clerk, Fort Monmouth
ROBERT JENKINS, Contract Specialist, Fort Monmouth
JAMES MARZANO, Auditor II, New Jersey Division of Taxation
KENNETH MOSER, Personnel Staffing Specialist, Fort Monmouth

OFFICE OCCUPATION

ALICE BYERS, Bookkeeper, A & C Fashion
KENNETH GIFFORD, Driver License Technician, Division of Motor Vehicles
BEVERLY GRAHAM, Budget Clerk Typist Army
YVETTE MCCLAIN, Mail Processor, Broad Data System
P.COKER STOGNER, Manager, New Jersey State Commission for the Blind & Visually Impaired

SKILLED TRADES

BARRINGTON CAMPBELL, Maintenance Man, McDonnald's
STEPHEN PIORKOWSKI, Pressman/Camerman, Brookdale Community College
ROBERT YOUNG, Self Employed Piano Tuning/Repairing, Young's Music Center

SOCIAL SCIENCE

RONALD CANNELLA, Clinical Psychologist, Marlboro Psychiatric Hospital
CYNTHIA DEHMER, Rehabilitation Teacher New Jersey Commission for the Blind & Visually Impaired
JOHN DEHMER, Group Development Specialist for Visually Impaired, St. Claires Hospital
ETHAN ELLIS, Program Specialist/Vocational Rehabilitation Counselor, State of New Jersey Department of Public Advocate
RICHARD HERRING, Director, Division of Deaf
KATHI WOLFE, Field Representative, New Jersey Department of Public Advocate

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TECHNOLOGIES

WILLIAM GARFORTH, Chemist, Georgia Kaoline Research
ROBERT GARTH, Self Employed Chiropractor
LAWRENCE GRUENINGER, Senior Architecture Draftsman, D.C.S. Architecture
NANSIE SHARPLESS, Associate Professor Albert Einstein College of Medicine

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EMPLOYMENT OPPORTUNITIES

CAROL ANN NICHOLAS, ATT Information Systems
THADDEUS PATTERSON, Jersey Central Power & Light Company
SCOTTI DEVANEY, PRUPAC

TRAINING OPPORTUNITIES

LINDA DIBARTOLES, JTPA
RUTH HUGHES, Career Service for the Handicapped
KATHLEEN PIERSON, Clerical Worker, New Jersey Job Service
WILL SCOLES, Division of Vocational Rehabilitation

RESOURCE AGENCIES

Representative from Epilepsy Foundation
ALEXANDER BUONO, Director, Monmouth County Office of the Handicapped
HARILYN ROUSSO, Self Employed Director of Disabled Consultant of YWCA
BILL SCOTT, Office Director, Essex County Office on the Handicapped
THERESE ANN SNYDER, Director, Catholic Guild for the Blind
GENE TERKELSON, Director, Atlantic City Office of the Disabled Division on Aging and Disabled
SUSANNE WYNKOOP, Director of Information Referral & Equipment Loan Services, Easter Seals